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ABSTRACT

The importance of the current movement for global education in the elementary and secondary schools, and in higher education, has been indicated by the convening of the first national conference on global education, held at Easton, Maryland, in May 1982. During this conference, leaders in the field of global education presented issues and themes that were comprehensive and wide-ranging. This conference raised new questions about the meaning of global eductaion and extended the networks of those seeking to find appropriate answers. Activities and presentations at the conference concerned: (1) materials and technologies for teaching; (2) studies of cross-cultural settings and training programs; (3) studies of different beliefs about issues of world order; (4) preservice teacher education and global education; (5) curriculum innovation and institution building; (6) professional support groups; and (7) international participation in planning and implementing programs in global education. The current optimism for global teacher education calls for the examination of previous efforts. Careful study of the multicultural teacher education movement and actual resulting changes in teacher outlooks and skills may reveal similar problems. The peace education movement presents another opportunity and challenge to teacher educators. A knowledge of interdependence, and teaching skills in this area, constitute essential knowledge for teachers. (CJ)

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The Global Education Movement and Achievable Reforms in the Pre-Service Education of Teachers

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For educators who have long sought to strengthen the school's role in teaching for world understanding the current global education movement must appear promising. Improved methodologies for identifying the dimensions of our interdependence and appraising their possible short and long term consequences are now available.[1] Face to face contact between peoples of different cultures is increasing in all categories of exchange. There is greater community awareness, if not acceptance, of the global implications of daily living. Materials and methods to teach about global influences are readily available. The experience of the people of developing nations is more vividly and accurately portrayed.[2] The movement is broadly based, complex and vital.

Likewise, to those responsible for the pre-service preparation of teachers, the movement should provide encouragement. Expectations that teachers could play a significant role in the development of global understandings for a democratic society are being raised. New state leadership is being exhibited and new codes of professional standards are being written to reflect global viewpoints.[3] The demands for effective in-service programs in the area are forcing teacher education programs to consider more systematic pre-service preparation. At a time when almost all teacher education programs are under fire, the global education movement seems to provide an opportunity to achieve significant reforms.

The resurgence of interest in global and international education is clearly reflected in the proceedings of the first national conference on global education held last May.[4] While numerous other recent activities

have helped to fuel the movement, the four day meeting in Easton brought together for the first time leaders in the field to present and confront the difficult issues for American society created by our intra- and international connections.

The themes of the Easton meeting were comprehensive and they stimulated a wide ranging discussion of issues. Panelists reviewed current concepts of global education and summarized such activities as the integration of global perspectives in traditional academic disciplines, the use of satellite networks, the instruction of foreign students in the U. S. and the U. S. students abroad. Another set of panels explored opportunities for coalition building, teacher exchange and education, foundation and corporate funding for programs. Staff development, the role of state departments of education and public and private media were assessed. Exemplars of programs in elementary and secondary schools, business and industry, and university area studies outreach were presented. The role of foreign language instruction, publications, and program evaluations were also discussed in four successive days of early morning to late night sessions.

The significance of the Easton meeting to the global education movement was the stimulus it gave to diverse groups of participants to avoid "quick-fix" and "dog and pony show" approaches to the complex task of developing global understanding. Participants were encouraged to consider the prospect of fundamental reforms in American education and to lay aside simple curriculum infusion strategies. Professionals in the field who had not met before had the opportunity to reflect on different assumptions and approaches that currently prevail and to explore possible means

of collaboration. What started as an effort by the organizers to hold a small conference for a few leaders in the field to assess the past and chart new directions, became a national conference which raised new questions about the meaning of global education and extended the network of those seeking to find appropriate answers.

Examples of the presentations at Easton and activities elsewhere, reveal how extensive the resource provided by the global education movement for teacher educators has become.

1. Materials for teaching have been developed and new technologies are being exploited for their use.[5]

2. Studies of what occurs in cross-cultural settings and training programs to enhance communication are now available.[6]

3. Studies of what different publics know and believe about issues of world order are being conducted.[7]

4. There is a clearer understanding of organizational arrangements that would provide effective support to pre-service activities. Knowledge about consortium arrangements and exchange linkages is available.[8]

5. Knowledge about the process of curriculum innovation and steps in institution building has emerged.[9]

6. The interest and activities of professional support groups are becoming better known.[10]

7. The importance of international participation in planning and implementing programs is being increasingly recognized. The involvement of international participants is becoming a prerequisite in many projects.[11]

Despite the promise of the current movement, teacher educators might not be too criticized if they are cautions about reshaping programs in light of what seems so obvious a need, and for which there appear to be so many sources of support. The current optimism for global teacher education might well be wasted if past examples of parallel efforts are

closely examined. Statements about the desire and need to train teachers for the world are abundant though actual reforms are infrequent.[12]

Few were critical of Harold Taylor's call for a new form of teacher education when it was outlined in 1968.[13] Though his critics and supporters shared his dream, few were able to see that such reforms were unachievable through existing structures and programs.[14] Similar efforts to exhort teacher educators to create programs or participate with others to foster world understanding, have generally failed to consider questions, which if satisfactorily answered, might make the suggested reforms achievable. For example, to what extent have university and college mission statements incorporated commitments to develop global or international perspectives and skills? Do faculty responsible for pre-service programs share a commitment to develop global perspectives among their students? Do arrangements exist for teacher training institutions to provide cross-cultural field work and teaching experience as part of the pre-service program? What attempt is made to recruit students for teaching who have language and cultural backgrounds necessary for cross-cultural teaching? To what extent have faculty encouraged graduate research which reflects awareness of international implications of domestic educational priorities and practices?

Careful studies of the multicultural teacher education movement, and actual changes in teacher outlooks and skills, might reveal that there are similar problems. Manifestos, projects and publications have characterized the attempts to foster awareness and develop skills for the multicultural setting in which teaching occurs. Where emphasis has been placed on "process solutions" to what is basically a major change in ideological

perspective and social priorities, little change in the cultural orientation of beginning teachers appears to have been achieved.[15] The success of multicultural and global teacher education programs seems to be more directly related to agreements about the specific content that is to be taught and learned. Deliberation and experimentation, which is often time-consuming and expensive is a prerequisite for reaching such agreements.

The peace education movement presents yet another opportunity and challenge to teacher educators who would seek to create significant programs for world understanding.[16] Increasingly, public school teachers are faced with the task of creating materials for teaching about nuclear disarmament and alternatives to violence with little specific preparation to guide them.[17] Beyond the skills of unit planning and instructional management, teachers are being asked to consider complex technical and ethical issues for which they have little background and less time in which to make judgments. Teacher responses to the challenge of actual and potentially violent conditions, often requires direct challenges to the values that undergrid the basic institutions of our society.[18] Cross-links between the global and peace education movements have not been clearly analyzed. The "multiple loyalties" concept of citizenship is not one being widely addressed in most teacher preparation programs.[19]

Panelists for this session came together because of their experience and commitment to work with colleagues throughout the world to achieve a clearer understanding of the role of teacher education in advancing global understanding. They accept the view that a knowledge of interdependence, and skills in teaching others in this area, constitute essential knowledge for beginning teachers.They share a belief that teacher education for global understanding is achievable if realistic tasks are set.

Though educators interested in global conditions may sometimes be tempted to accept Auden's advice "to take short views,"[20] it is apparent that the issues raised for teachers by the global education movement are so complex, that only through continued cooperation and experimentation might we understand some of the possible alternatives. One course of action is for institutions that face different problems in the maintenance and reform of pre-service programs, in different types of communities and states, to join in a global teacher education project. Such a project, based on a summary of different aspects of the global education movement, might be a suitable response from teacher educators to the work of the Easton conferees. This panel invites your cooperation in modifying its initial statements, so that, perhaps, one year from now we, or our colleagues, can report on the progress made and the problems encountered in the attempts to achieve necessary reforms in pre-service programs for global education.

Footnotes

[1]Congress of the U. S. (Office of Technology Assessment), Global Models World Futures and Public Policy: A Critique, Washington, D. C.: USGPO, April, 1982, pp. 43-44.

[2]L. S. Stavrianos, Global Rift. The Third World Comes of Age, New York: William Monrow and Company, Inc., 1981.

[3]H. Thomas Collins, Global Education and the States: Some Observations, Some Programs and Some Suggestions, Council of Chief State School Officers, 1979; Florida Advisory Council on Global Education, State Plan for Global Education in Florida: Findings and Recommendations, December, 1981, pp. 11-36; Oklahoma State Department of Education, "Education and the World: Conference to Develop a Strategy for Education in World Affairs." April 27, 1982, pp. 1-16; Richard L. James, "Multicultural Education: NCATE Standard Rationale," Journal of Teacher Education, XXIX, 1 (January-February, 1978) pp. 13-20.

[4]National Conference on Professional Priorities: Shaping the Future of Global Education, Easton, Md., May 19-22, 1982. (See Participants' Affiliations)

[5]Angene H. Wilson, "Cross Cultural Experiential Learning for Teachers," Theory into Practice, XXI,3. Summer, 1982, pp. 184-192; National Association for Foreign Student Affairs "Cross-Cultural Learning in K-12 Schools: Foreign Students as Resources," (Draft) July, 1982, pp. 1-106; Paul J. Schneller, "Facilitating Global Education with Satellite Telecommunication." Unpublished paper prepared for the Conference on Priorities in Global Education, Easton, Md., May, 1982.

[6]Richard W. Brislin, "Why Live Abroad: Outcomes, Human Relations, and Contributions to Task Effectiveness as Key Variables in Educational Exchanges," The East-West Culture Learning Institute Report, Vol. 7, No. 3, September, 1981; Richard W. Brislin, Cross-Cultural Encounters: Face-Face Interaction, 1982; Landis, Dan, Richard Brislin, Handbook of Intercultural Training, 1982.

[7]Thomas Barrows, College Students' Knowledge and Beliefs: A Survey of Global Understanding. New Rochelle, N. Y.: Change Magazine Press, 1981; Judith Torney-Purta, "Research and Evanuation in Global Education: The State of the Art and Priorities for the Future." Unpublished paper prepared for the Conference on Priorities in Global Education, Easton, Md., May, 1982; Judith Torney-Purta, "The Global Awareness Survey: Implications for Teacher Education," Theory Into Practice, XXI, 3, Summer, 1982, pp. 200-205.

[8]Mordechai Rozanski, "The Why and How of Collegiate International Education Consortia," Unpublished paper prepared for the Conference on Priorities in Global Education, Easton, Md., May, 1982; Gerhand Hess, Freshmen and Sophomores Abroad: Community Colleges and Overseas Academic Programs, New York: Teachers College Press, 1982.

[9]George J. Papagiannis, Steven J. Klees, and Robert N. Bickel, "Toward a Political Economy of Educational Innovation," Review of Educational Research, Summer, 1982, Vol. 52, No. 2, pp. 245-290.

[10]H. Thomas Collins, Sally Banks Zakariya, Getting Started in Global Education: A Primer for Principals and Teachers, Arlington, VA, National Association of Elementary School Principals, 1982, pp. 2-25; National School Boards Association, Global Education: Major Reform (NSBA 1980-81 Task Force Report), Washington, D. C., 1981, pp. 1-8; Both the National Education Association and the American Federation of Teachers were represented at the Easton meeting. The former has begun publish kits for peace education in the schools.

[11]Second Kent Conference on Comparative and International Education (Draft Report), Kent, Ohio: College of Education, Kent State University, May 15-17, 1982; Jan L. Tucker, "Internationalizing Global Education: A Professional Priority for the 1980's," Unpublished paper prepared for the Conference on Priorities in Global Education, Easton, Md., May, 1982.

[12]Angene H. Wilson, "Cross-Cultural Experiential Learning for Teachers," Theory Into Practice, XXL,3, Summer, 1982, pp. 184-185.

[13]Harold Taylor, The World and the American Teacher, Washington, D. C.: The American Association of Colleges for Teacher Education, 1968.

[14]Claude A. Eggertsen, "Reformalizing Higher Education to Improve the International Orientation of the Teacher," in The United States and International Education NSSE Yearbook, 1969, pp. 318-343.

[15]Martin Haberman, "A Proposal for Reinvigorating the Consideration of Multicultural Teacher Education," Journal of Teacher Education, XXXI, 4, (July-August, 1980) p. 3.

[16]"Education for Peace and Disarmament: Toward a Living World, Teachers College Record, Vol. 83, No. 1, Fall, 1982, (Special Issue Devoted to Peace Education).

[17]"Decision Making in a Nuclear Age," New York Times, April 25, 1982, p. 29.

[18]Lee F. Anderson, "Should Global Education Become a More Radical Intellectual/Social Movement?" Unpublished paper prepared for the Conference on Priorities in Global Education, Easton, MD, 1982; Lee F. Anderson, "Why Should American Education Be Globalized? It's a Non-sensical Question," Theory Into Practice, XXI, 3, Summer 1982, pp. 155-161; Also compare the presentations of Lee F. Anderson ("Global Interdependence in an Urban Age") and Ted Hutton ("Developing the Civic and Economic Competentcies of Urban Youth") at the Wingspread Conference on Urban Education Around the World, November 11-13, 1981.

[19]R. Freeman Butts, The Revival of Civic Learning: A Rationale for Citizenship Education in American Schools, Phi Delta Kappa Educational Foundation, 1980, pp. 153-163.

[20]W. H. Auden, "Under Which Lyre: A Reactionary Tract for the Times," (Phi Beta Kappa Poem, Harvard, 1946.)

National Conference on Professional Priorities:
Shaping the Future of Global Education

Affiliation of Participants
May 19-22, 1982
Easton, MD

Professional Associations

American Bar Association
American Council on Education
American Council on the Teaching of Foreign Languages
American Federation of Teachers
Council of Chief State School Officers
Joint National Committee for Languages
National Association of Bi-Lingual Education
National Education Associations
National Association of Elementary School Principals
National Association for Foreign Student Affairs
National Association of State Boards of Education

Private Foundations

Close Up Foundation
Exxon Education Foundation
Joyce Mertz-Gilmore Foundation
Longview Foundation for Education in World Affairs and International Understanding
Rockefeller Brothers Foundation
William and Flora Hewlett Foundation

Colleges and Universities

American University
College of Staten Island
Cornell University
Emery University
Florida International University
Frostburg State College
Georgetown University
Glassboro State College
Howard University
Immaculate Heart College Center
Kent State University
Indiana University
Michigan State University
Millersville State College
Mills College Station
New York University
Northwestern University
Ohio University
Pacific Lutheran University
Pennsylvania State University
Portland State University
Quinnipiac College
Rockland Community College
San Francisco State University
Stanford University
The Ohio State University
Weber State College
Western Illinois University
U. S. International University
University of Denver
University of Georgia
University of Kentucky
University of Illinois
University of Maryland
University of Minnesota
University of Nebraska
University of North Carolina
University of North Dakota
University of Pennsylvania
University of Pittsburgh
University of Southern California
University of South Carolina
University of Utah
University of Virginia

Public Schools

Albuquerque P. S. (NM)
Alexandria City Schools (VA)
Baltimore County P. S. (Towson, MD)
Benjamin Banneker H.S. (Wash., D.C.)
Boston P.S. (MASS)
Charles County Bd. of Ed. (LaPlanta, MD)
Clarke County Sch. Dist. (Athens, GA)
Collingwood H.D. (Collingwood, NJ)
Hasting H.S. (NY, NY)
Howard County Schools (Fulton, MD)
Kansas City Bd. of Educ. (Kansas City, MO)
Lucille Nixon Elem. Sch. (Stanford, CA)
Milbrook School (Millbrook, NY)
Montgomery County Sch. (Rockville, MD)
Monte Vista H.S. (San Ramon, CA)
Multnomah Co. Ed. Dist. (Portland, ORE)
New Rochelle H.S. (New Rochelle, NY)
Potter Global School (Flint, MI)
Racine Unified Sch. Dist. (Racine, WI)
Sch. Dist. of Lancaster (Lancaster, PA)
Stockton Unified Sch. (Stockton, CA)
White Oaks Elem. Sch. (Burke, VA)
Virginia Beach P.S. (Virginia Beach, VA)

State and Municipal Governments

Maryland State Department of Education
Minnesota Department of Education
North Carolina State Depart. Public Instr.
Pennsylvania Department of Education
The State Education Depart. Albany, NY
Wisconsin Depart. of Public Instruction

United Nations/International Organizations

Council of Europe
UNA/USA
UNESCO Associated Schools Project
UNICEF
World Bank

United States Government

Department of Commerce
Department of Education
Peace Corps
South West Educational Development Lab

Volunteer/Non-Profit Organizations

AFS International/Intercultural Program
Associated Colleges of the Midwest
Atlantic Council of the U.S.
College Connections
Consortium for Int'l Citizen Exchange
Council on Int'l & Public Affairs, Inc.
Foreign Policy Association
Institute for Planned Change
Inter-Nation Exchange
Project Learning Tree (Boulder, CO)
Redford-McCandless Int'l Institute
World Affairs Council (Philadelphia)
World Affairs Council (San Francisco)
World Without War Council, Inc.
YMCA
Youth for Understanding

Media/Publishers

Asterisk Educational Media, Inc.
Baltimore Evening Sun
Intercultural Press
National Public Radio
New York Times
Primdahl Productions, Inc.
Public Broadcasting Service
World Eagle
WQED-TV (Pittsburgh)

Private Agencies/Companies

Academy for Educational Development
Academy of World Studies
Agency for Instructional TV
Banker's Trust Company
Bay Area & the World/World Affairs Cntr.
Bolton Institute
Center for Int'l Training & Educ.
Christensen Associates
Committee on Atlantic Studies
Development Resources
Economic Develop. Council of NYC, Inc.
Educational Testing Service
Fidelity Research
FMC Corporation
Global Learning, Inc.
Global Perspectives in Educ. Inc.
Hudson Institute
Institute for Studies in the Humanities
Judith Barnet Associates
Pacific Institute for Research & Eval.
Proctor & Gamble Company
SIRS, Inc.
Spring Board to Learning (St. Louis)
Study for Grant-Making Int'l
Trans Lingual Communication, Inc.
Young Presidents Organization